DOCUMENT RESUME

ED 217 753 HE 015 089

AUTHOR Rosamond, F. J.
TITLE The New FE--Maintaining the Balance in Further Education: The New Training Initiative. A Report on the Proceedings of the Meeting of the Association of Vice Principals of Colleges (Birmingham College of Food and Domestic Arts, England, March 19, 1982).
INSTITUTION Association of Vice-Principals of Colleges, Maidenhead (England).
PUB DATE 19 Mar 82
NOTE 15p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Basic Skills; Career Counseling; College Role; *Continuing Education; *Cooperative Education; Educational Assessment; Educational Objectives; *Education Work Relationship; Federal Government; Foreign Countries; Higher Education; Local Government; *School Business Relationship; Student Employment; *Technical Education
IDENTIFIERS *England

ABSTRACT

Three reports on further education and a new training initiative in Great Britain are presented, based on a 1982 meeting of the Association of Vice Principals of Colleges, England. In "The New Training Initiative," Graham Kendall considers the philosophy and the development of vocational preparation. Three aspects of the new training initiative (NTI) are that it looks beyond the present employment problem to anticipate structural changes in society, it uses experience from England and abroad as a comprehensive training strategy, and it is supported by all industrial partners. Key elements in a vocational preparation scheme are: induction, basic skills, occupationally relevant training and education, guidance and counseling, and record and review of progress. Learning objectives, standards, and assessment are also addressed. In "A View from the DES," Richard Chattaway considers the Department of Education and Science's position on liberal education and vocational education and its support for nonadvanced further education. The development of a new range of courses described by the term "17 plus," trends affecting the balance of work in colleges, the increasing emphasis on continuing education, the content of education, and the role of DES are also discussed. In "The Role of the Local Education Authority," John Temple describes actions taken by the city of Coventry to deal with the problem of youth unemployment. It is suggested that self-supporting projects make youth responsible and that goods should be produced for real consumers. It is concluded that the local education authority should promote cooperation between education institutions and employers. The roles of other agencies and colleges are also addressed. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

The Association of Vice-Principals of Colleges

ED217753

THE NEW FE -
MAINTAINING THE BALANCE IN FURTHER EDUCATION
THE NEW TRAINING INITIATIVE

A Report on the Proceedings of the Spring General Meeting of the Association of Vice Principals of Colleges at Birmingham College of Food and Domestic Arts, 19 March 1982.

Hon Secretary FJ Rosamond

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F J Rosamond

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

HE015 089

THE NEW TRAINING INITIATIVE

Graham Kendall - Manpower Services Commission (MSC)

There are a lot of misconceptions about the New Training Initiative (NTI) and I would like to consider the philosophy and the development of vocational preparation.

The publication of NTI created immense interest which at first sight is surprising in that it offers little that is novel or controversial. Few would argue with the basic objectives and most observers have accepted its analysis. Where it caught the imagination was:

1) it looked beyond the present employment problem to anticipate structural changes in society

2) it brings together experience from both home and abroad to offer a comprehensive training strategy

3) all industrial partners - Government, TUC, CBI - have declared their support.

The challenge facing the Training System is the problem of structural change and the country's vulnerability to international trade.

It is difficult to forecast changes in wages and salaries but we do know that the service industries will increase, the types of job will change, with diagnostic skills increasing, manipulative skills declining. The job prospects for unskilled women are likely to be at risk. Few workers will be unaffected by such changes even in the next few years. It is anticipated that between 1980-1985 1 million manual jobs will go for ever. Even those workers not facing unemployment will find technological change in their employment.

We need therefore to equip people with broad based skills which will allow them to prosper in the difficult days ahead by ensuring that skill training is available in the widest possible way, and by allowing working people to update their existing stock of skills.

In seeking the achievement of the three objectives of the NTI we can draw from the fund of experience both at home and abroad. For example, the Training Boards have long been engaged in skill training with the capacity to recognise and assess standards. Young people are receiving more opportunities for training whilst the opportunities for adults are also increasing. However the difficulty is the increasing irrelevance of the traditional apprenticeship which because of the age barrier and the length of training time required forces the employer to forecast his skill needs 4-5 years ahead thus encouraging conservatism and leading inevitably to endemic undertraining. It also forces youngsters to make almost irreversible choices at 16. Few of our leading competitors treat vocational training as casually as we do and although there is no direct relationship between economic performance and training and education it cannot be ignored.

The differences between the Government's White Paper and the Agenda for Action are well known but relate to the extent of coverage of training rather than the form of training. What is not resolved is whether we are producing a scheme of vocational preparation for the employed or for the unemployed or both together. However it is possible to meet the needs of both in a modular approach.

In a scheme of Vocational Preparation we need to adapt to the demands of local employment and develop basic and recognised skills which can be enhanced by planned work experience. Such a scheme should have 5 elements:

1) induction
2) basic skills - numeracy and literacy
3) occupationally relevant skills, tool skills, adapted to the needs of the local labour market
4) three months off the job training minimum, either by day or block release in Company training school or College
5) Record and Review of progress.

A Development Team has been established in the MSC to look at all aspects of the scheme but nothing is yet fixed as we are at an early stage of an evolutionary process.

There are however two key areas - Content and Standards.

1) Content

Assumptions underlying the discussion on training content include the fact that all ability levels must be catered for, a wide range of occupational sectors used to provide work based training, standards must be built in such a way that the trainee acquires a useful and worthwhile portfolio of skills, knowledge and experience, offering progression to higher levels of skill training or further education.

The expectation is that the training content for the new youth programme will draw upon the experience in UVP/YOP and this has already lead to the identification of the key programme elements of assessment/induction, basic skills, occupationally relevant training and education, guidance and counselling, record and review of progress.

There are issues of implementation of the training content which must be considered as an integral part of content:-

- have we got the right elements for a one year vocational preparation programme for all abilities and leading to progression?
- what is their relevance/acceptability to the various participants (trainees, employers, providers and so on)?
- what is the content and/or learning objective for each element?
- are the values, attitudes and assumptions underlying UVP/YOP (core curriculum, motivation through a vocational focus, negotiation, autonomy of the learner and so on) still valid for a one-year training programme?

It is considered that the 100,000 high quality YOP places and some of the continuing YOP and UVP schemes could be used to investigate these issues, prepare case studies and disseminate "good practice". Over the year 1982-83 it should be possible to refine the existing criteria and issue guidelines on quality to the field from time to time.

Alongside this extraction of good practice from YOP and UVP there is an urgent need to identify and offer to young people a coherent programme of learning objectives. These learning objectives will subsume a national "common core" part of which will be used in the form of performance objectives which can be tested to standards using criterion referenced methods. Training achievement during the programme will be recorded by means of a log book or diary and presented as a summative profile.

An action research programme is to be set up to develop such learning objectives using the conceptual framework set out in the IMS Report "Foundation Training Issues". This will provide the following coverage of learning objectives:

- basic skills extended by additional basic skills
- the world of work and the world of non-employment
- job specific and broadly related skills
- personal effectiveness
- skill transfer/learning skills.

The learning objectives will be developed in the form of modules of increasing levels of difficulty or variety with recommendations on assessment techniques. By August 1982 it is expected that learning objectives to cover the whole ability range within the areas number and its application, communications, computer literacy, information technology, manual competence, personal effectiveness will be available, although not necessarily in a refined state, for implementation within selected schemes.

By April 1983 it is expected that the full range of learning objectives set out above will have some modules available for further testing and implementation.

The research proposed will provide a national core of learning objectives with proposals for assessment techniques leading to standards but contextualising and implementation of these for the various occupational sectors will be carried out at local level. This national framework proposed should provide a system in which there is much greater flexibility in the way training is done but greater uniformity in the levels of competence of those completing training.

2) Standards

In the skill training area they act as the reference points in the modernised skill training arrangements. For young people they will guarantee access to basic and further training and for adults their existence will facilitate the positive transfer of abilities from one occupation or location to another.

The chief functions of standards outlined in the IMS Paper "Foundation Training Issues" are:

i) credibility - recognisable utility and value to a wide variety of groups including young people themselves, employers, educational and training bodies, trade unions, the general public etc;

ii) progression - by providing linkages back into the secondary school system and forward into employment related training and further education;

iii) motivation - for young people and sponsors;

iv) control - by allowing MSC and others to influence quality and similar characteristics;

v) development - by giving schemes the opportunity to develop, improve and adapt over time.

With regard to our existing FE and schools system the issue of standard setting is linked inexorably with the role of the examining and validating bodies. The recent history of the relationship between FE and examining and validating bodies might well be typified by the publication by (remote) external agencies of guidelines to FE colleges and schools which are both insufficient in themselves and under-estimate the cost of implementation. It is against this type of background that the setting of standards must be seen.

At another level the role of examining and validating bodies reflects the fact that our FE and school courses are based upon the notion of time as the constant with the effect that learning is the variable. This means that because of the considerable variation in both quality and quantity of learning assessment is almost inevitably "norm-referenced" as compared with "criterion-referenced" (standard). Hence it might well be that in considering the issue of progression for example what is actually required are linkages not to the existing structure of FE and school examinations but to an examination system which is qualitatively different. In reality this is a much bigger question than merely asking the examining and validating bodies how they are able to relate from their fixed position to the new provisions of NTI.

If this is the case then it would require clear but precise mediation to the examining and validating bodies. However, it must be said that the existing policy in some parts of MSC in their dealings with some examining and validating bodies and other agencies such as ITBs and large sponsors tends to reinforce the status quo.

Any dialogue with the examining and validating bodies would also have to take account of the considerable infrastructures which exist at national, regional and local levels within agencies such as TEC, BEC and CGLI which militate against rapid decision-making, dissemination and implementation.

The relationship between the new skill training system and vocational preparation rests heavily on the way in which we define, teach, learn and test skills. Essentially it is argued that a possession by young people of basic competence levels in skill areas (such as communicating, measuring, manipulating etc) provides a base from which further training and development is possible. Hence, it is assumed that:

i) there should be a continuum of access and progression from vocational preparation through the new style skills training and into technician/supervisory activities;

ii) that this total provision should be based not on pre-selection for entry at various points according to existing (largely academic) criteria but rather on access at various stages according to the accreditation of certain basic skills.

Different approaches to standards need to be undertaken at different stages of the development work. In the short-term to achieve the quantity targets of YOP and UVP it will be necessary to operate through the accreditation of the providers. In the long-term, however, we need to have moved to a system which is basically criterion referenced so that performance standards become the accepted passport to progression and movement.

Standards as they relate to NTI will need to be explicit, agreed, widely accessible, flexible, progressive and testable. This will have wide ranging implications in the measurement of trainee achievement.

In order that a trainee's experience is given some form of nationally accepted accreditation, a common framework will need to be developed to facilitate this. Profile recording seems to provide a method by which a range of useable assessments can be brought together.

The initial assessment of trainees will form a vital part of the whole process. Without adequate professional assessment at the commencement of a programme there will be no way of knowing which path a trainee will need to follow.

Assessment will also take place throughout the programme both formally and informally. This ongoing assessment will be crucial if a realistic system of trainee centred review is to take place.

Assessment concerning trainee achievement at the end of the programme will need to move away from reliance on the traditional forms of assessment, and it will need to have credibility with employers, educationalists, and the trainees proposals for assessment techniques to measure levels of achievement on the core modules.

Assessment is closely linked to the standards which are set, and to the content of the programmes which are produced to meet these standards. Developments in all three areas will need to move in unison.

However, I would not like to leave the impression that the MSC knows best. The Development Team is building up rapidly and is making use of available expertise, including the FEU, two HODs in specialist subject areas, and HMIs. It is considering content and assessment, standards, staff development delivery systems, guidance and counselling, industrial tutors, monitoring and evaluation and is appointing seven Principal Training Advisers with appropriate support.

MSC is looking for partnership with FE and it would be wrong to assume that it is fixed in its ideas. However, the task is urgent and we are committed to progress, not least to produce 340,000 training places by September 1983.

A VIEW FROM THE DES

Richard Chattaway (Department of Education & Science)

The batting order is somewhat illuminating in that it seems to enhance the role of the MSC at the expense of the DES and suggests how the world is changing. However, the overall picture of FE colleges is much more complex than that. The phrase "maintaining the balance" in Further Education is therefore very significant and I would take issue with NATFHE's reservation whether the DES cares or whether it is in fact abdicating responsibility. My presence here today suggests that the DES does care and that it will continue to assist FE Colleges to do the job they are set up to do.

Some relevant issues

1) The question of vocational and non-vocational education.

It is clear from DES statements and some of its decisions that there is an increasing stress on vocational education throughout the educational system. This is not to say that liberal education does not matter but is rather a question of balance. This may be observed in a number of things currently under consideration. For example, considerable attention is being given to the school curriculum. It is a major priority of Ministers to make the curriculum more relevant as evident in the publication "School Curriculum". There is a continuing programme of activity with regional meetings between industry and the DES to see how a more practicable curriculum could be engineered. The DES is also focusing on youngsters whose needs are not catered for by the existing examination system. There is increasing stress on making Higher Education more relevant to the world of work, with enhanced emphasis on Science and Technology.

In looking at how the Education Service may make a bigger contribution for preparing people for work, the DES has looked at non-advanced Further Education and has done something:

1) A substantial increase in NAFE expenditure which in 1982-83 will be an increase of £70m to provide cover for 50,000 extra students. It may be argued that this was too little too late, but the colleges did cope last year and it is intended that the effort should be sustained for the future. The DES is interested in what is happening in colleges and would be interested to know whether students are being turned away from relevant courses.

2) It is important to get into perspective the New Training Initiative and what the colleges have traditionally done. The Education Service's share in the NTI is proposed at 80,000 places. However, against that there will be 260,000 full-time students of 16 to 19 in Further Education and a further 325,000 in schools. The youth training scheme is important, but is not totally dominating the system as a whole. A lot of other things are also happening or are being planned for.

3) Another aspect of NATFHE's charge is that the DES is pulling out of support for a large section of young people and concentrating on the able student. What have the DES done for the less able?

/Our ...

Our concern for the non-achievers is increasing. The debate on the new 17+ examination is coming to a conclusion and consideration is being given to the concept of profiling as a technique for making provision for people not up to traditional examinations. But looking at government policies as a whole the most important aspect is the general concept of vocational preparation which takes many forms, not only MSC-led ones such as UVP & YOP but vocational preparation for full-time education in various schemes. We know that the MSC is endeavouring to cater for all abilities in the YTS, but in the education service we too cater for all abilities. We are certainly not writing off sections of young people and assigning them to the MSC.

The Concept of Vocational Preparation in Full-Time Education

A major initiative is the development of a new range of courses described by the term "17 plus". This will be a range of one year courses available to large numbers in schools and Further Education. It implies a major innovation in that it is the first time an examination has been designed for both Further Education and schools (which may raise a number of technical problems). The Department has been slow in producing the "17 plus" but it is now bringing it to a successful conclusion with something credible and understandable which may be able to stand alongside existing courses like the GCE. The "17 plus" has not been set up in competition with the YTS. The two initiatives emerged separately to meet differing needs. One cannot say that the "17 plus" is for higher ability students or the YTS is for odds and ends. The essential difference is one of motivation and aspirations. In the "17 plus" examination we shall be looking at a wide range of ability (not the entire range) of young people who are not attracted to the academic tradition, who have not got a strong vocational commitment or wish to enter the job market but rather to stay in full-time education.

Both schemes emerged from separate origins but there can be links. In both cases there will be provision for vocational preparation for overlapping client groups. The components are very similar. There are limits on what you can do in different institutions, therefore there is bound to be a need for strong links.

The Wider FE Scene

There are significant trends affecting the balance of work in colleges:

1) Increases in full-time courses with a sharp fall-off of part-time courses which have been an important traditional stronghold for Further Education. Although the MSC has shored up the apprenticeship system this has not prevented a rapid decline and we are not sure whether it will revive when the economy recovers. The Government has removed a major group of training boards but without these pressures social changes have been reducing evening study, and such change is likely to be permanent.

   A major consideration will be how to engineer the integration of practical work with academic work. The YTS, "17 plus" plus practical experience in various forms depends on the co-operation of employers. Already sandwich courses offer problems. Government policies are placing large demands on industry for the future to provide training experience. There are doubts how far that demand can be met.

2) The Nature of the Workforce in the Future

There will be a need for more technicians and for Managers rather than for traditional craftsmen, pressures which are already emerging in colleges.

3) The Needs of Industry and the Aspirations of the Individual

There is increasing emphasis on continued education. The DES has its own programme of post-experience vocational education (PEVE) which offers a modest advance and which is connected to the third objective of the new training initiative. The question which remains unanswered is how far continuing education is seen as a substitute for initial training.

4) The Content of Education

There are significant trends in the world

a) Vocational preparation especially the development of pre-preparation courses where all the FE bodies are getting into the act introducing a new clientele to the colleges. These students are not associated with employers and therefore their presence in colleges may create problems for college management.

b) The emergence of TEC and BEC which have placed heavy demands on college staff.

c) A large scale growth of GCE work in the colleges.

d) Engineering craft courses are under scrutiny following the Hargreaves Report which suggests a new structure for the future involving greater common elements and rationalisation.

All these features suggest that there is almost a revolution in FE provision and I wonder, therefore, how much MSC is in touch with all the developments which are occuring and whether there is not an element of re-inventing the wheel.

The Role of the DES

One thing which worries us is the complexity of the FE curriculum. Inevitably it has to be diverse to meet all the needs placed upon it but the structure of competing examining bodies with overlapping components is becoming very complex. What then can the Government do? One recent DES initiative is to give extra sums of money (£2 million per annum) to the FE Unit which is seen as a central part of restructuring the FE system. The FE Unit will have three main roles:

1) the evolution of vocational preparation courses

2) doing more research on mainstream Further Education (TEC, BEC, City & Guilds)

3) as the main agent in the DES's strategy for continuing education which, with extra resources, will be able to introduce in-service development and curriculum development unhindered by the traditional restraints of Local Authority financing.

Finally, the DES is involved in the Open Tech. The total funds for this project are not enormous, the approach being an incremental one designed to use and adapt the existing system to provide a modest programme of improving access to education via the provision of materials, facilitating flexi-study, etc. The principle is therefore known as the Heineken principle, with Open Tech reaching the bits that the other forms of education do not meet.

The DES is then alive and kicking and is working hard to maintain the balance in Further Education.

THE ROLE OF THE LOCAL EDUCATION AUTHORITY

John Temple (General Manager of Top Shop, City of Coventry)

In 1975 Coventry first became aware of the problem of Youth Unemployment. For years we had been aware that young people were out of work in September with a normal figure of 250-350 which concerned people, but by 1975 2,200 young people were out of work. This big difference clearly required specific measures. We were fortunate that it was so different than anything that had come before otherwise there would have been a temptation to deal with the problem with cosmetic measures. This presented a chance to get to the root of the problem and lead to the Director of Education establishing a task group of six people from the education service. Helped by the TSA, its first contribution was to relax the criteria that no-one could benefit from a short course for three years after leaving school. This was reduced to six weeks. The task group then established short courses across the City under the Star Scheme. Star courses were operating by November 1975 in three FE colleges offering 600 places.

By 1976 it was apparent that Youth Unemployment was not a short-term phenomenon and that a better structure was required. With an on-going need recognised, the opportunity was taken to move away from normal LEA practice by establishing a specific unit for the Coventry Youth Programme. This YOP unit was critical as the LEA must establish a focus for its activities otherwise it would find a lot of initiatives which would overlap. There was also a need to identify problems, the numbers of young people involved and to give consideration to the results of the courses. Longitudinal studies of young people moving on from the programmes would be useful to provide feed-back, and it was clear that the programme would be vastly enhanced by "Quick and dirty research activities".

1976 was also important for the development of the Old Fire Station. Although there had been significant co-operation from the FE colleges, there was a need to do more, to develop more courses and to develop structure leisure courses for young people not interested in traditional courses. The colleges were bursting at the seams and therefore the opportunity was taken to convert the Old Fire Station into a training centre for 120 places. Already we were beginning to test some of the more established borders and began running FE separate from the FE colleges. Whilst we were developing the Star Scheme in 1977, the MSC was concerned to evaluate the role of training in a rapidly changing labour market, basing its research on Coventry and Liverpool. Two years of research led to the Coventry Report which showed a great deal about the problems and anxieties that we have to deal with and presents, still, the kind of issues which are about today. Also, in 1977, we were looking at ways by which we could establish firmer links with employers, problems which are today echoed with the YTS. 1977 also saw the birth of WEEP. It was Coventry's view that the Youth Programme was developing rapidly, but MSC was under-resourced to provide for WEEP. There was therefore a need to tie in with employers and to act as MSC agents. We therefore mounted the Job Card campaign which was a mail shot to every employer accompanied by a door-knocking campaign by three dozen people for one month, including Careers Service, College staff, even an assistant education officer. The intention was to persuade employers that they had something to provide for young people's training and in that time 1,000 WEEP places were developed. We were then able to move closer to an association between Star courses and employer based experiences, thus providing an obvious link with the current YTS proposals. Thirteen weeks' training plus thirteen weeks' WEEPs end-on or as part of the course was now available.

In 1978-9 there were two Special Programme Division initiatives:

a) The Community Project Scheme - where the LEA acted as sponsor and now offers up to 550 places, establishing units around the City linked to the City's schools (which operate as community colleges). The young people keep their links with the locality and help in the community, for example with work placements in an Old People's Home with a caring option as part of the training, with various projects such as building, gardening, etc. There is no shortage of work or of young people to do the work. The needs of one are helping to provide the opportunities for the other, all of which is written up as training experience and is now known as Youth Enterprise.

b) In 1979 MSC published its Youth Training Workshop Scheme which led Coventry to establish Top Shop. The sponsor was the LEA who proposed to the MSC that Coventry run a 400-place training workshop. Today Top Shop is more than this, existing on three sites offering 1,500 training places split three ways: Under-16 provision, 16+ provision, and facilities for Adults. These places are housed in the Old Fire Station, the Old Post Office, and in an Alfred Herbets factory which has been leased, and in Courtauld's factory and garage totalling 150,000 square feet overall.

The Implications

Firstly, it is important to make sure that the various parts of the MSC programme be brought together to make a comprehensive whole. Secondly, accommodation should not be viewed as a problem as it is possible to lease industrial premises. Thirdly, it is possible to run a comprehensive programme providing valid experience for the pre-school leaver to adult. Fourthly, a major element of Top Shop is a need to be self-supporting so that the young people are responsible for building their own working environment which reduces graffitti and vandalism. Fifthly, the goods made should be real goods for real consumers which is known by the young people and thus improves their motivation. Sixthly, there should be trading but training comes first. Although it is not real work available at Top Shop, it is as close as it possibly can be, and anyone in Top Shop is automatically released to Further Education, which may include a residential element.

We are now trying to bring all these issues together and focus them together. For example, promoting joint Top Shop-FE College activities, linking provisions for the pre-school leaver, providing opportunities for adults to work on programmes in the same context as young people themselves, providing a de-centralised careers service on a pastoral basis so that guidance service may be available out in the field in the same way as the Youth Enterprise operates out in the field, encouraging an examination of new technologies and not just concentrating on traditional craft skills, emphasising the place of computers and encouraging opportunities for Young People to know about them.

All of us in the education service should attempt to work with the MSC, not just as eager recipients of the funds, but as active partners with a lot of expertise to put into the service. Consequently we should not just be in a position of accepting MSC Writ.

/New ...

New Training Initiative and the Future

I am not entirely happy about the White Paper, but welcome the moves to develop relevant and meaningful programmes for 16 year olds for whom no jobs would be available. Young people have always competed in the job market at a disadvantage, now they are at a crippling disadvantage. This must imply:

1) The LEA must utilise the specialist resources available in colleges and schools and act as a focal point on its patch to improve relations with employers and to improve relations with the MSC so that the schemes are truly local relating to local needs which the MSC itself is not able to achieve.

2) There is a need to ensure that maximum support is given to MSC officers in the field.

3) There must be an improvement in the MSC delivery network at regional and local level to prevent overlapping.

4) Colleges have an important role to play in conjunction with other agents including improved links with schools and with employers - a position where colleges are uniquely placed. We should be conscious of some of the criticisms made about FE whether or not valid. For example, that FE is getting rather expensive compared to other forms of education; that traditional FE has become complacent and more concerned with its own direction rather than playing a proper part in the corporate development of the LEA; that there is over-inflexibility in FE courses with an insistence on the 36-week year; that there is more emphasis given to teaching on the one hand rather than learning on the other.

Whatever the Youth Training Scheme is, it must be a qualitative programme. We have learnt a lot from YOP, and YTS must be a worthy successor. It is important that relationships are established between the LEA, between the MSC, the employers, the Trade Unions, each of which has a major contribution to make. Support is essential for what we are doing. I recognise that in all this change there will be a number of people - staff and administrators - who will be insecure and we should not underestimate this. I recognise that the obligation on management and challenges are greater than every before. We should not be down-hearted but consider the YTS as an enormous stimulus and challenge. Whatever the future is, it is about young people and the challenge is to assist them to make the best use of their resources.